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ABSTRACT

A practical model for initiating and implementing a parent-tutor program for handicapped children is described. Specific topics in the program are telephone conversations and written correspondence between prospective parent and teacher, outlines for parent-teacher conferences, training objectives and design of training sessions for parent-tutors and formats and techniques parents can use to tutor their children. The program makes use of audiovisual materials to present a story in which a young teacher learns to value parents as tutors. Information is provided on the purposes of the program, content, activities and resources, ordering information, evaluation, as well as a history of the program and its development. A critique is also provided. (DS)

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ED164539

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PARENTS AS PARTNERS IN TEACHING HANDICAPPED CHILDREN (Tips for Teachers: Module 2)

Publication Date(s): Copyright 1975

Intended Users: Inservice and preservice teachers of handicapped children who are interested in developing parent tutoring programs. The developer states that regular education teachers can profit from this material.

Grade Level(s): Elementary school

Number: Individual or group

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Primary Focus: The intent of the product is to provide teachers with a practical model for initiating and implementing a parent-tutor program.

School subject(s) and/or inservice topic(s) covered:

The inservice topic covered is the designing and implementing of a system which will enable parents to actively participate in the tutoring of their handicapped children. Specific topics are telephone conversations and written correspondence between prospective parent and teacher, outlines for parent-teacher conferences, training objectives and design of training sessions for parent-tutors and formats and techniques parents can use to tutor their children.

What participant does in using the materials:

Through an audiotape and filmstrip, a story line is presented in which a young teacher learns the value of using parents as tutors. In large-group presentations each teacher is provided with an individual copy of the response booklet. The filmstrip is projected while teachers listen to the audiotape, referring to the booklet to record responses, according to instructions given on the tape. In small groups, teachers make collaborative responses to exercises. The module can be used independently by providing equipment in a teachers lounge; or for home use.

Resources: Materials provided are an audiotape which serves as the coordinating element for the module and presents the major source of information; a color filmstrip, coordinated with the tape; a 17-page booklet containing various exercises; a 61-page Instructor's Manual containing information on the module, a section on equipment and use, the tape script, a posttest, suggested follow up activities, and references. This module is designed for use in a synchronized cassette tape/filmstrip projector. A group leader/instructor is needed to facilitate program implementation.

Describer critique:

This is a well thought-out and executed module. It deals more with the process--how to go about initiating contact and setting up a meeting with the parent--than with the content of a parent tutoring program. The describer believes that this module would be useful to preservice teachers who need to develop confidence in dealing with parents. Inservice teachers should find this a good review for initiating contact with parents for the purpose of developing a tutoring program.

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1.0 PURPOSES:

Rationale

Studies have indicated that, in general, parents are interested in helping their children with their schoolwork. Many parents, however, lack the skills to tutor children. Experience and research have clearly indicated that parents working as partners with teachers offer advantages to the child, to the teacher, and to learning. Some tutoring packages have been developed but they still require a classroom teacher to deliver them to the parent and to monitor their use. This module was designed to help with the diffusion of such parent/child packages.

Goals

According to the developer, "upon completion of the module, the teacher shall design and implement a system which will enable parents to actively participate in the tutoring of their handicapped children."

Objectives

The developer lists eleven specific objectives for this module:

1. Provide a list of advantages in having parents tutor their children. Persuade a parent to try tutoring his/her child.

2. Carry out a telephone conversation with a prospective parent-tutor as an initial step in designing a parent-tutoring program.

3. Identify the elements necessary in ensuring a successful contact with parents.

4. Write a letter for establishing initial contact with a parent as a first step in implementing a tutoring program.

5. Prepare an outline for a parent-teacher conference aimed at recruiting the parents into a tutoring program.

6. Devise a set of training objectives for parent-tutors.

7. Prepare specific guidelines for parents working with their children.

8. In a given situation, formulate objectives for parents tutoring their own handicapped children.

9. Prepare a detailed plan for training sessions for parent-tutors in your own situation. Implement this plan.

10. List and describe various formats and techniques which parents can use in tutoring their handicapped children.

11. Prepare a detailed plan for maintaining the motivation of parents in tutoring their children. Implement this plan.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product components include a filmstrip, an audiotape, a response booklet, and an Instructor's Manual. Contents of the manual are listed below:

I.	About The Series	pages 1-5
	a. Target population and titles	page 1
	b. Development of the Modules	pages 1-2
	c. Components of the Module	pages 2-4
	d. Use of the Series in Preservice Training	page 4
	e. Use of the Series in Inservice Training	pages 4-5
II.	About This Module	pages 5-12
	a. General Objective	page 6
	b. Specific Objectives	pages 6-7
	c. Rationale	pages 8-11
	d. General Description of the Module	pages 11-12
	e. Approximate Time Requirement	page 12
III.	Equipment and Use	pages 13-54
	a. Individual Use with Audio/Study Mate	pages 13-22
	b. Group use	pages 13-22
	c. Audioscript	pages 22-54
IV.	Posttest	page 55
V.	Suggested Follow-up Activities	pages 56-59
VI.	References	pages 60-61

Through a mixture of narration and dialogue coordinated with photographic and cartoon visuals, the module presents a plan for getting parents to participate in the tutoring of their handicapped children.

Sequence

The module is designed to be a self-contained unit. The exercises are arranged in a logical sequence to provide the trainee with a blueprint for classroom application. The module consists of an audiotape, a filmstrip, and a response booklet. According to the developer, "these three components are smoothly integrated with each other; attempts at using any one of them in isolation will be futile."

The developer does not indicate that there are any prerequisites for the use of this product, nor do any prerequisites seem implied.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

Through an audiotape and filmstrip, a story line is presented in which a teacher learns about the value of using parents as tutors. The teacher is helped in the effort to contact, meet with, and train the parents of students so that they can effectively tutor their own children. During the module, the participant frequently refers to the booklet to record responses according to the instructions given on the audiotape. The participants may also make collaborative responses to each exercise, and may discuss the material presented among themselves. The program suggests that participants complete the recommended activities, which will enable them to actually establish a parent-tutor program in their school.

3.2 Help given in use of product:

A 61-page Instructor's Manual containing information on the module, a section on equipment and its use, the audiotape script, a posttest, suggested follow-up activities, and references is provided for the use of the program coordinator.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

After each exercise in the response booklet is completed, the audiotape is turned back on and a review of the exercise is given to reinforce learning. The Instructor's Manual includes a posttest that measures the trainee's attainment of the first four objectives of the module. The Manual also describes a practicum activity designed to test the trainee's ability to apply the various techniques presented in the module to a real-life situation.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

This module is designed for use in a synchronized cassette tape/filmstrip projector. The Instructor's Manual contains operating instructions for using the module with the Singer Graflex Auto-Vance II R. The developer describes the space and equipment requirements as follows: "In large-group workshop situations, each teacher is provided with an individual copy of the response booklet. The filmstrip is projected onto a large screen while all teachers listen to the audiotape. The module may also be used by a small group of teachers who make a collaborative response to each exercise in the response booklet. Independent use of the module can be encouraged by making a synchronized presentation device available in the teachers' lounge or by checking out the module and a portable sound/filmstrip projector." The actual running time is 45 minutes with additional time required for completing assignments. An Instructor is needed.

5.2 Distributor name/address:

Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47401

Contact: Judy Gehlhauser (812) 337-5847

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PARENTS AS PARTNERS IN TEACHING HANDICAPPED CHILDREN (Tips for Teachers: Module 2)	$30 (total)	no		yes
includes:				
Instructor's Manual		no	one	yes
Response Booklet		no	1/participant	no
Audiotape		no	one	yes
Filmstrip		no	one	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by the Center for Innovation in Teaching the Handicapped (CITH) of the Indiana University School of Education. Project director was Melvyn I. Semmel; principal investigator was Sivasailam Thiagarajan; script writer was Harold D. Stolovitch.

The development of this training module was supported by grant no. OEG 9-242187-4149-032 from the U.S. Office of Education, Bureau for the Handicapped, to CITH.

6.2 How developed and when:

According to the developer, "all modules in the Tips for Teachers series have been developed through the systematic procedure outlined in Instructional Development for Training Teachers of Exceptional Children: A Source Book (Thiagarajan, Semmel, & Semmel, 1974). This procedure involved a team of special educators, instructional developers, media production specialists, and evaluators. The content for each module was chosen from a list identified through an informal needs analysis conducted among teacher trainers. Each topic was analyzed cooperatively and to specify behavioral objectives. With the help of the evaluator, criterion-based test items were constructed at this stage. The instructional developer prepared a script, which was carefully checked by a subject matter expert. Media production personnel converted the script into an audiovisual presentation. The prototype was repeatedly modified . . . until satisfactory results were obtained."

6.3 Evidence of effectiveness with users:

The summative evaluation design for this series of modules contained four phases. The first phase, "Initial Evaluations," consisted of the CITH staff summarizing results of studies conducted during the development of the modules. The second phase, "Expert Review," consisted of a critique of the 10 modules in the series by a panel of experts. The third phase, "Use and Impact Study," consisted of an evaluation of the module by special education faculty and students who had used the component in training settings. The fourth phase, "Users Survey," "consisted of a questionnaire focusing on the use and impact of the modules sent to current owners of the modules."

Evaluation results for this particular module were not available.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This module does more to encourage a teacher to use parents as tutors than it does to provide the kind of information that is needed to design a program for parent tutoring. The module is not limited to the special education teacher. Regular elementary teachers could benefit from the module since the focus is parent tutoring and not the handicapped child per se. The technical quality of the module's components is very good. The response booklet and Instructor's Manual have spiral bindings and horizontal formats. This design is helpful when working through the modules.

Content accuracy/social fairness/community acceptance issues:

There is no problem with content accuracy or social fairness in the product.

Overall summary/comment:

This is a well-thought out and executed module. It deals more with the process--how to go about initiating contact and setting up a meeting with the parent--than it deals with the content of a parent tutoring program. The describer believes that the module would be useful to preservice teachers who need to develop confidence in dealing with parents. Inservice teachers should find this a good review for initiating contact with parents for the purpose of developing a tutoring program.